

Education

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Ministry
of
Education
Ontario

The Honourable Sean Conway
Minister of Education
George R. Podrebarac
Deputy Minister of Education

Ministry of
Colleges and
Universities

The Honourable Gregory Sorbara
Minister of Colleges and Universities
Alan K. Adlington
Deputy Minister of Colleges and Universities

Minister convenes race relations conference

To renew the Ministry of Education's commitment to multiculturalism, a major educational conference on race and ethno-cultural relations has been planned for March 19 to 21 in Toronto.

Convened by Education Minister Sean Conway, the conference will bring together educators and community representatives from across the province, in addition to officials of all levels of government.

With the theme of "Together, We are Ontario", the conference will spotlight the educational priority of multiculturalism, which should permeate the curriculum, policies, teaching methods and materials of Ontario's schools.

Delegations are expected from all the 186 school boards in Ontario, including trustees, supervisory officials, principals, race relations and multicultural co-ordinators, teachers representing the local affiliates of the Ontario Teachers' Federation and senior student representatives.

Race Relations Commissioner Daniel McIntyre of the Ministry of Labour will speak at the conference. Premier David Peterson has been invited to give the luncheon address on March 21.

Mr. Conway has also invited about 60 multicultural organizations from across the province to send two delegates each to the conference at Toronto's Constellation Hotel.

In a recent memorandum to school board chairmen, Mr. Conway said the Ministry wishes to strengthen its commitment to multiculturalism, equality of status and opportunity for all, regardless of colour, race, ethnic background, religion, age or sex.

Participants will have "an opportunity to share views, experiences and accomplishments related to this topic and thereby broaden their awareness of practices that enhance race and ethnocultural relations," Mr. Conway said.

"I am confident that this conference will help to reinforce what has been achieved in race and ethnocultural relations and will encourage educators to initiate new developments in this important area."

On recent occasions, the Minister has reaffirmed the Government's commitment "to end what has become known as the

'streaming' of students from non-Canadian backgrounds into non-academic courses."

Some of the major goals of the conference are:

- To encourage school boards without a race relations policy to develop and implement one;
- To encourage educators to examine curriculum and eliminate any form of discrimination;
- To develop the most effective methods for responding to racial discrimination in schools;
- To encourage teacher education in the sensitivities of race and ethnocultural relations;
- To increase the number of minority group candidates for promotion in teaching and administrative positions; and
- To encourage boards to develop multicultural leadership programs for students and staff.

Mr. Conway will deliver the keynote address Wednesday evening, March 19. The next day, Labour Minister William Wrye, Attorney General Ian Scott and Citizenship and Culture Minister Lily Munro are also expected to address the conference during a panel discussion moderated by Dr. Mavis Burke, Director of the Social Assistance Review Board, Ministry of Community and Social Services.

Sixty workshops have been planned, with 20 concurrent sessions underway in three time slots, including three sessions in French.

Another panel will have three leading educators discussing their area's school-community experience: Sandy Posno, London Board of Education; Don Rutledge, Toronto Board; and Gilles Métiévier, Stormont, Dundas and Glengarry County Roman Catholic Board.

The conference has been organized by a 16-member planning team, chaired by Joseph Rapai, Education Officer, Curriculum Branch.

Since participation is limited to 1,000, registration forms should be returned as soon as possible to: The Secretary, Planning Committee, Minister's Conference, Ministry of Education, Mowat Block, 16th Floor, Queen's Park, Toronto, Ontario M7A 1L2. The telephone number is (416) 965-7658.

Pension proposal will allow early retirement

The provincial Government has taken action to increase the number of job opportunities for recent teaching graduates while offering teachers aged 55 and over a revised early-retirement option.

The early-retirement option, introduced by Treasurer Robert Nixon, as an amendment to the Teachers' Superannuation Act, 1983, suspends for three years the financial reductions incurred when teachers choose to retire early. The Ontario Teachers' Federation and many school boards have advocated such a plan, which will apply to teachers aged 55 or older who have at least 10 years of service.

The new provision will be especially attractive to several categories of teachers, including some teachers who would otherwise never be able to qualify for a pension without a reduction factor.

These categories include:

- Vocational and technical teachers who, because they entered the teaching profession later in life, could not qualify for an unreduced pension under previous regulations;
- Women teachers who left teaching for a time to have children and raise their families in the years before leaves of absence were available;
- Teachers over 55 who are facing layoffs or redundancy because of declining enrolment.

The legislation is designed to address several issues including the impact declining enrolment has had on the teacher workforce in the last decade and the failure of two-thirds of graduates from faculties of education to find teaching jobs in recent years. It will also address the anticipated critical

shortage of experienced teachers in the mid-1990s, created after the retirement of the teachers who joined the rapidly-expanding profession in the 1960s and 1970s.

The legislation will also provide school boards with a greater degree of flexibility in hiring teachers in their subject areas, and in providing opportunities for women teachers.

The proposal, which has the support of the Standing Committee on Social Development, has an estimated cost of \$321 million, which will be borne by the Teachers' Superannuation Fund. It is estimated that of the 11,000 teachers eligible, about 5,500 will take advantage of the provision during the time the option is in effect from May 31, 1986 to August 31, 1989.

Walter Pitman appointed advisor on college governance

Walter Pitman, the former President of Ryerson Polytechnical Institute, has been appointed as an advisor on college governance.

In carrying out the undertaking, Mr. Pitman will be:

- Examining the structure of governance as established by the Ministry of Colleges and Universities Act and related legislation and the relevance of that structure to the current and future operations of the college system;
- Reviewing and assessing the effectiveness of the current governance structure;
- Seeking and articulating the perceptions and views of college students, faculty, the Ontario Public Service Employees Union, college administrators, college

governors, the Ontario Council of Regents, and staff in the Ministry of Colleges and Universities;

- Considering the communication requirements among the government, the Ontario Council of Regents and the college boards of governors; and
- Addressing the advisory/executive role of the Ontario Council of Regents.

Mr. Pitman's task is expected to be completed by May 31, 1986.

Mr. Pitman has long been associated with education in Ontario. In addition to his experience as a teacher in both the secondary school and university systems, he was education critic for the Ontario New Democratic Party in the late 1960s. He was appointed president

of Ryerson Polytechnical Institute in 1975, became a life member of the Canadian Association for Adult Education in 1969 and was president of the Association from 1978 to 1982. Since 1980 he has been executive director of the Ontario Arts Council.

Ministry seeking response to private schools commission

A series of 15 public information meetings on the report of the Commission on Private Schools began in Barrie in early December and concluded in Ottawa in late January.

Commissioner Dr. Bernard Shapiro attended the information sessions and reviewed his report and answered questions from those in attendance.

Responses to the report should be submitted to the Ministry of Education by April 30, 1986. All responses to the report and its recommendations will be received and analysed by Ministry staff.

Included among the report's 61 recommendations are:

- That all private schools be renamed "independent" schools;

- That independent schools, after meeting specific conditions, can enter into associations with local school boards to share in funding;

- That all teachers in independent schools be required to hold specific qualifications;

- That all schools meet certain curriculum requirements.

The Commission on Private Schools was one of three commissions established in connection with the announcement by former Premier William Davis in June 1984 on the completion of funding for the Roman Catholic separate school system. The Commission visited 40 private schools in Ontario and received 514 written briefs.

IBM computer qualifies for grant

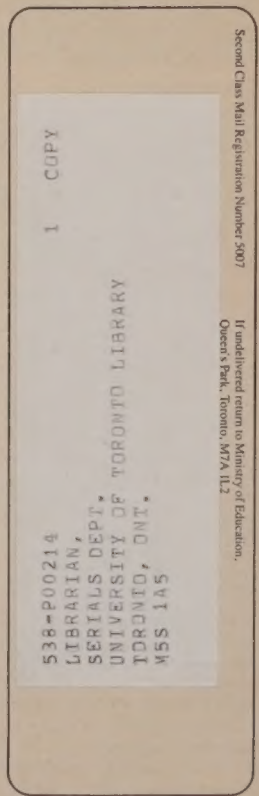
A second educational microcomputer system has qualified for Ministry grant subsidies.

The new system has been developed by IBM Canada and school boards purchasing it will receive the same level of financial assistance as they have been receiving for purchases of the Burroughs/CEMCorp ICON. Each board's level of assistance depends on its rate of grant.

IBM, Burroughs, Meridian Technologies and Waterloo

Microsystems Inc. will be co-operating with the Ministry to ensure a common environment for educational software development. This means that the software the Ministry is acquiring for Ontario schools will be compatible with any qualified system.

The first part of an internal review of the Ministry's educational technology programs now is complete, and further announcements will be made later this year when the full review is completed.



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Government announces french governance plans

A five-person committee has been appointed to recommend a plan to establish a homogeneous French-language school board for the Regional Municipality of Ottawa-Carleton in time for the 1988 municipal elections.

Chairing the committee, which has been asked to report within six months, is Ottawa lawyer Albert Roy, a former member of the provincial legislature. Former Ottawa city councillor Marlene Catterall will be vice-chairman. The other committee members are Reverend Dr. Roger Guindon, former Rector of the University of Ottawa, Susan Braun of Thunder Bay, a trustee on the Lakehead Board of Education, and William Townshend, who recently retired as Director of Education for the Waterloo County Board of Education.

The committee will be asked to make recommendations on such matters as:

- The structure and composition of the board;
- The qualifications of the electors and trustees of the board;
- The number and method of distribution of board trustees and electors of the board;
- The method of financing the board and its estimated operating costs.
- The range of school programs, including religious studies, to be offered by such a board.

In addition, the committee will be asked to consult with groups, asso-

ciations and individuals to ensure that personnel matters and all other matters may be resolved in a fair and equitable manner.

It will also examine the impact that the structure of such a school board will have on the four existing school boards in the Ottawa-Carleton Region and advise the Minister regarding any changes to those boards that may be considered necessary.

While it is not the intention that the committee should consider issues of constitutional law that may or may not be involved in the establishment of a homogenous French-language school board, it shall formulate its recommendations on the basis that legislation required for the purpose is within the constitutional competence of the Legislature.

The Government also introduced legislation enabling Ontario's French-language population to govern French-language schools and classes.

The new governance legislation allows for the establishment — as an interim measure — of French-language education councils (FLECs), on boards that operate French-language instructional units. The FLECs will come into force in January 1987, and remain in place until November 1988. FLEC members — elected to school boards by those having the constitutional right to have their children attend French-language schools — will have exclusive jurisdiction over French-language programs and facilities.

FLEC members will also be able

to vote on issues and concerns of common interest, such as the board's annual budget. There will be three or more FLEC members, depending upon the number of French-speaking students within a board's jurisdiction. Trustees holding the necessary qualifications and elected at the 1985 municipal elections are eligible to become members of the FLEC.

Boards not operating French-language schools or classes, but purchasing such services from another board, will have their existing French-language advisory committees (FLACs) strengthened. This change will allow the FLAC chairman to sit with the board and present, or speak to, issues concerning the education of the board's French-language students.

Beginning with the 1988 municipal elections, qualified electors will be able to vote for trustees to sit on a French-language section (FLS) of a board that operates French-language schools or classes or that buys such services for 10 per cent or 300 of its resident students. The FLS will permanently replace the French-language education councils (FLECs), and will also have exclusive jurisdiction over French-language matters.

Trustee representation on a French-language section will be based on the ratio of French-language pupils to the total pupil population. In areas where English-speaking pupils are a minority of the student population, parallel provisions will be made for English-language governance of education.

University Excellence Fund established

The government is establishing a University Excellence Fund which will provide an extra \$50 million in special grants to the universities and related institutions in 1986-87.

The fund will provide for the enhancement of quality in both teaching and research and will involve three major components:

- Faculty Renewal;
- Research Leadership; and
- Library Enhancement and Instructional Equipment.

Faculty Renewal

Excellence in both teaching and research is largely dependent upon the human resources within the institutions. As a consequence of the current abnormal age distribution of faculty, there will be a limited number of openings for the existing generation of young scholars and teachers in the next ten years.

But consistent flow of talented new faculty into the system is vital to the instructional quality and adaptability of our institutions and to ensure that they are continually undergoing renewal.

The faculty renewal component of the fund permits the taking of a critically important first step in a program bringing new talent into the institutions. The government has allocated \$10 million to the program for 1986/87. The introduction of new faculty should improve the percentage of women faculty while at the same time, increase the opportunities for young Canadian scholars.

This program will build upon desired centres of strength and excellence within the institutions. It will be structured to meet the unique circumstances and needs at each institution.

Research Leadership

University research, as well as enhancing the quality of teaching,

represents an investment in the social and economic development of this province. Research conducted in universities is a major source of innovation and is increasingly important for the province's economic transformation and growth.

While applied research represents a medium-term investment in the province's future, basic university research represents the longer term investment. Basic university research in mathematics, physics, biology and biochemistry has been an essential basis for subsequent applied research and development. The government must continue to ensure that our universities have the capacity to explore the frontiers of knowledge.

To enhance the research resources of the universities of Ontario, the government will allocate \$15 million towards the costs of special items of research equipment, specialized experimental facilities, and highly skilled technical and professional research support staff.

This program is expected to strengthen areas of research specialization within the universities and expand their capacities

to conduct resource-intensive research.

Library Enhancement and Instructional Equipment

The consequence of university underfunding during the last decade is particularly evident in the inability of the universities to maintain their library collections and acquire state-of-the-art instructional equipment. This situation has damaged the quality of the educational experience for university students.

Accordingly, this component of the University Excellence Fund will provide \$25 million in 1986-87 to assist the institutions to expand and strengthen their library collections and will assist in the purchase of state-of-the-art scientific, laboratory, computing, library and other instructional equipment.

The government is committed to developing the full potential of our universities and making the university community an environment for individual and institutional growth and excellence, and is confident that it is working towards a network of institutions united in a commitment to quality, vitality and excellence.

Energy management program drops oil consumption

A Ministry of Education-sponsored energy management program has dramatically reduced the use of heating oil by the province's school boards.

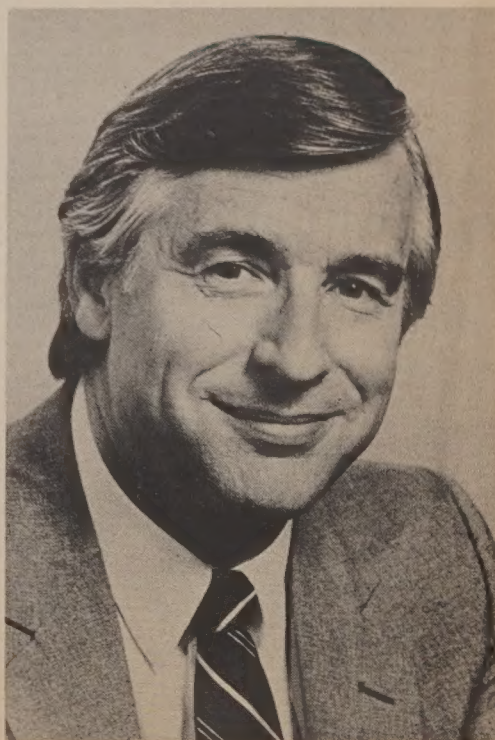
In the period from July 1, 1976 to June 30, 1984, school boards reduced their use of heating oil by 72 per cent.

John Rankin, chief, energy management and research for the Min-

istry of Education, said the reduction has been achieved without causing any change in comfort or in the environment in the schools.

"The reduced consumption of oil is also saving the taxpayers money," Mr Rankin said. "Had the reduction not been achieved the school system would have spent an additional \$150 million during the eight-year period."

Two appointed to international bodies

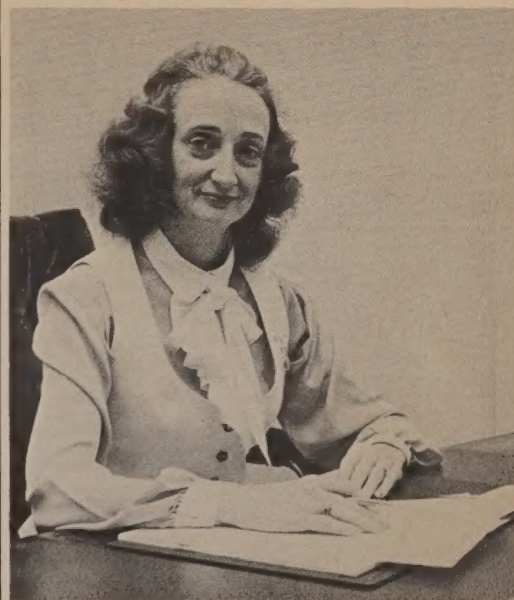


Harry Fisher, former Deputy Minister of Education and Colleges and Universities, will be Canada's representative on the Council of the International Bureau of Education.

Canada was elected to the Council for the first time at the 23rd session of the UNESCO General Conference held recently in Bulgaria.

Dr. Fisher, Director General of the Council of Ministers of Education (Canada), was recommended for the post by New Brunswick Education Minister Jean Pierre Ouellet, chairman of the Council of Ministers.

The International Bureau of Education was founded in 1925, and in 1969 became an integral part of UNESCO.



Valerie-Dawn Girhiny, Executive Assistant to Frank Clifford, has been appointed to the board of directors of the International Council on Education for Teaching. The appointment was made at the Council's 1985 World Assembly held recently in Vancouver, British Columbia.

The Council is an international, non-governmental organization devoted to the improvement of teacher education and the preparation of educational specialists.

Each year ICET holds a World Assembly which provides a unique opportunity to critically analyse major world education problems and to share resolutions of these problems from an international perspective. The World Assembly is held annually on a different continent to provide opportunity for worldwide participation.

ICET has official consultative status as a non-governmental organization of UNESCO.

Forty workshops scheduled on setting and marking of Senior English examinations

Through workshops across Ontario, an intensive in-service campaign has been launched to standardize the design, content and marking of examinations in Senior English.

During the 1985-86 school year, the Ministry of Education has scheduled more than 40 workshops designed to reach about 1,500 educators, including department heads in all secondary schools, and teachers of the new Ontario Academic Course: *Language and Literature* (OAC 1).

A special team of presenters, composed of Ministry and board personnel, is conducting the workshops to instruct teachers on the effective use of *A Handbook for Designing and Marking the OAC 1 Written Examination in English*.

The 40-page handbook is designed to ensure greater consistency in marking standards and construction of examination questions in Senior English at the Grade 13/OAC 1 level, in which 30 per cent of the student's final mark must be based on a written examination.

Although the handbook is in draft form for ongoing refinement, it has been circulated widely through the workshops, and continues to be developed by practical use and by the advice of experts in the field.

By prescribing common standards, conditions and strategies for the Senior English examination, the handbook seeks to reduce the divergence in examination practices and the variability in marks that developed after the elimination of provincial examinations in 1967.

The variability of examination practices was highlighted in a 1984 study of 100 Grade 13 English examinations from 40 secondary schools. Conducted by Neil Graham of the Scarborough Board of Education, the study noted wide variation in the format and content of Senior English examinations, in the number of tasks assigned to the students, in the construction of questions, and also in the teachers' assignment of marks for content and style.

The report resulted in a decision by the Ministry to produce a

document to help teachers design and mark Senior English examinations with a high level of province-wide consistency.

The concept of a handbook to be used at in-service workshops for teachers was endorsed by the Provincial Advisory Committee on Evaluation Policies and Practices (PACEPP), and the Ontario Council of Teachers of English.

After approving the in-service pilot project, the Ministry named two co-ordinators of the project: Lloyd Thompson of the Evaluation and Supervisory Services Branch and Jerry George of the Curriculum Branch.

The Ministry's expectation is that, within two years of the implementation of the new approach in the written examination, the OAC 1 examination administered in all Ontario secondary schools will exhibit a high degree of consistency, with the result that educators can feel confident that examination marks awarded provide a more accurate indicator of student achievement than is the case now.

The handbook was produced last summer by a writing team consisting of Mr. Graham, Greig Dunn of the Halton Board of Education and Tamar Nelson of Erindale College, University of Toronto. (A parallel document is being developed for francais under the guidance of Michel Robineau of the Curriculum Branch.)

To disseminate the content of the handbook, in-service workshops began last fall and are scheduled to continue until spring. Organized by the regional offices of the Ministry, workshops were convened in southwestern Ontario in November, in the eastern and midnorthern regions in December, and the central region in January, February and March. Workshops in the remaining regions, northwestern and northeastern are tentatively planned for April and May.

Participants in the workshops are given copies of the draft handbook and other material to improve the design and marking of written examinations. Actual questions culled from Grade 13 examinations are analysed and discussed, and participants

mark sample student papers. The expectation is that participants will serve as resource persons for other English teachers in their department.

The pilot project will culminate in two years with an exercise to test its efficacy: secondary schools will be asked to submit samples of examination question papers and student responses. They will be analysed to monitor compliance with the consistency measures prescribed in the handbook; results will be released to school boards and the public.

The handbook specifies that the OAC English examination should comprise two sections, one requiring the student to write an argumentative essay response in standard written English, the other based on a sight passage related to the material studied. Since almost all department heads of English will have participated, implementation of the suggestions on strategies of the handbook is to begin as soon as feasible.

"At least 1½ hours for the first component, and one hour for the second should be allowed," the handbook says. Students should not receive any part of the examination in advance, but they should be permitted to use dictionaries during the examination.

In a section on marking, the handbook says marks must reflect the student's success with the OAC examination objectives by testing student ability to: generalize, analyse, synthesize, evaluate and organize; it also lists other argumentative and rhetorical devices to be assessed in the student's writing.

The handbook also concentrates on recommended strategies for teachers to use in marking: "conference" marking by a group of teachers, and rapid impression marking followed by analytical marking of the same question in each set of student examination papers.

"On the OAC examination, thinking and reading skills are demonstrated through writing. Those students who fail to exhibit a clear grasp of standard language usage, structure and style should not receive a passing grade on the examination."

The handbook concludes with a reminder that the OAC examination objectives and structure are

designed for university-bound students and may not be appropriate for other students. An appendix gives two sample examinations for OAC 1.

Educators may seek additional information from the department head or co-ordinator of English. In addition, each regional office of the Ministry of Education has designated education officers to explain the project.

In the Central Ontario Region, the Ministry officials responsible are Gray Cavanagh and Wally Watkins at (416) 491-0330; in Eastern Ontario, Marc Buchanan, (613) 225-9210; Midnorthern Ontario, Paul Tikkanen, (705) 675-4413; Northeastern Ontario, Clyde Armstrong, (705) 474-7210; Northwestern Ontario, Joanne Farkas and Fred Porter, (807) 475-1581; and in Western Ontario, Earl Knickerbocker (519) 472-1440.

Since the handbook is still in draft form, and is likely to undergo further refinement, no mass distribution has been planned. However, by the end of the spring workshops, virtually all teachers of Senior English will have had the use of a copy.

Following the pilot project in English, the Ministry will examine the desirability of having similar projects for other subjects at the OAC level.



Workshop participants discuss program's merits.

Educators praise testing handbook

During the development process for *A Handbook for Designing and Marking the OAC 1 Written Examination in English*, leading scholars of evaluation and linguistics at universities in Canada and the United States were asked to provide critiques of the draft.

Here is a sampling of comments received by the Ministry of Education:

Catharine Lucas Keech, San Francisco State University:

"I find the overall endeavor admirable and impressive, full of good suggestions that reflect a 'state-of-the-art' awareness of assessment problems... Your model examination questions, even those I took exception to, reflect high instructional goals and intelligent assessment aims."

Michael Canale, Ontario Institute for Studies in Education:

"The draft handbook seems very well suited to its audience on several counts. It is clearly organized and written, concise yet informative, and provides many useful examples of acceptable and unacceptable questions, of problems that teachers might confront, of appropriate sight essays, and of

how an actual exam might appear to the student."

Sybil Carlson, Educational Testing Service, Princeton, N.J.:

"Its developers have succeeded in representing the state of the art admirably, thus have constructed a sound foundation to guide the implementation of the examination program."

Richard Van Fossen, Council of Ontario Universities:

"I regard the format of the proposed examinations as structurally sound: they will test the skills that university students will need, whether or not they plan further study of English at the university level. If, moreover, the marking practices recommended in the document are adopted by all teachers of OACs, a desirable level of consistency in marking will result; universities should be able to place a higher degree of confidence in the reliability of grades awarded. I must stress that in-course examinations will not be the equivalent of province-wide examinations — they will be teacher-marked and they will count for only 30 per cent of the final mark."

Committee established to review teacher education

The Ministry of Education and the Ministry of Colleges and Universities have named an eleven-person steering committee to review teacher education in Ontario.

The principal goal of the study is:

- to generate a description of an appropriate teacher education program for the future, including preparation and on-going professional development.

At its initial meetings the committee, chaired by Frank Clifford, Executive Director of the Ministry of Education's Education Services, has determined that the study will focus on four areas: admission into teacher education programs, pre-service education, orientation and on-going education. The data gathering phase of the review began in December. It is expected that a final report will be drafted within 18 months.

The Committee members are:

Bruce Archer
Executive Assistant
(Ontario Teachers' Federation)

Susan Braun, Trustee
Lakehead Board of Education
(Ontario School Trustees' Council)

Mariette Carrier-Fraser
Assistant Deputy Minister
Franco-Ontario Education
(Ministry of Education)

Dr. William C. Found
Vice-President (Academic Affairs)
York University
(Council of Ontario Universities)

Valerie-Dawn Girhiny
Executive Assistant, Education
Services
(Ministry of Education)

William Lipischak
Director
Evaluation and Supervisory
Services
(Ministry of Education)

Dr. Michael Laing
Planning Analyst
Research and Information Branch
(Ministry of Education)

Robert Sheridan
Co-ordinator
Teacher Education Section
University Relations Branch
(Ministry of Colleges and Universities)
Committee Secretary

Dr. John Vintar
Past President
(Ontario Association of Education Administrative Officials)

Dr. Thomas Williams
Dean
Faculty of Education
Queen's University
(Council of Ontario Universities)

Inquiries should be directed to Frank Clifford, Executive Director, Education Services, Ministry of Education, Mowat Block, Queen's Park, 900 Bay Street, Toronto, M7A 1L2, Telephone (416) 965-5624.

School grants up 5.4 per cent

Provincial grants to Ontario's school boards will increase by 5.4 per cent in 1986.

Operating grants to the school boards will total \$3,322.9 million, an increase of \$171.1 million over the 1985 allocation of \$3,151.8 million. The total includes \$3.5 million for the first year of a three-year, \$13-million fund for co-operative education and transition to employment programs. Funding for special education programs will continue to be identified as a separate grant in 1986.

Detailed information on the 1986 grant regulations will be made available to school boards as early as possible in the new year to provide them with sufficient time to plan their 1986 budgets.

The 1986 grants include an increase of 4 per cent to cover inflation, and it is the Ministry's intention to limit the increase in the salary and wage component of the per pupil grant ceilings to 4 per cent.

In addition to the 5.4 per cent increase, an additional \$107.3 million will be made available in 1986 to cover the cost of separate school extension.

This \$107.3 million for the 1986 calendar year is consistent with the allocations announced in July for the 1985-86 and 1986-87 school years. For the school years 1985-86 and 1986-87, the cost of separate

school extension will be \$80 million and \$137 million respectively. The \$107.3 million represents the same amount of funding for the 1986 calendar year that is addressed in the budget.

The Government will increase its cash-flow payments to school boards to 7 per cent during the first three months of the calendar year, up from the current first-quarter level of 3.6 per cent. This will help alleviate the cash-flow pressures on local school boards by reducing some of the borrowing costs they have incurred in recent years to meet their first-quarter cash requirements.

As part of its "Clean Slate" program, the government is writing down the grant component of school board debentures held by the Ontario Education Capital Aid Corporation. As a result, future debt charges paid by school boards will decline significantly, and provincial grants will decline by an identical amount. In 1986, the reduction in school board costs and provincial grants will amount to \$101.4 million.

The government will provide \$25 million in additional capital funds next year to build new schools in rapidly growing communities and to provide for the upgrading and renovation of existing schools.

Some of the \$25 million will be

used to help schools meet special education needs and to make schools more accessible for disabled pupils, he added.

The capital initiative will generate some \$33.5 million in school construction, \$25 million from the province and the remainder from the boards. In 1986, 39 school boards will proceed with 62 projects; these projects have been selected from requests already filed by school boards.

The projects are to be completed by the end of 1986, and funding for them is in addition to the \$67 million previously allocated for capital purposes in 1986.

Boards with major projects will be requested to repeat designs of their existing schools in order to start construction as soon as possible. Regional Offices will advise school boards immediately of individual allocations.

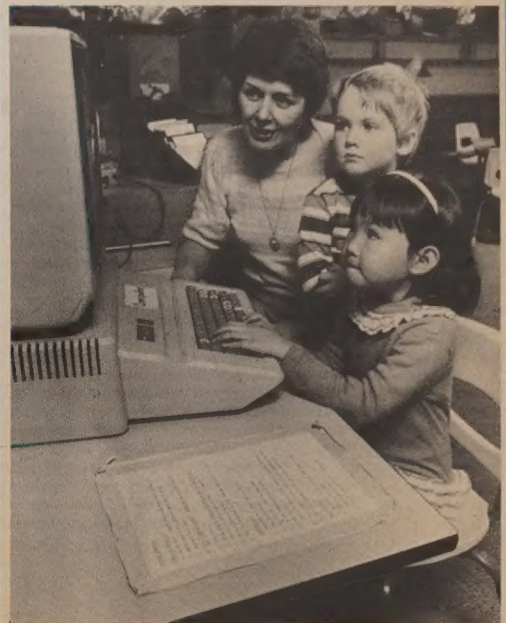
An additional \$17 million in capital funds will be made available for the extension of Roman Catholic separate schools, but not until after Bill 30 becomes law.

Separate school boards are currently preparing plans for the 1986-87 school year, and the additional capital is expected to be used for additions, alterations or renovations to existing facilities to make them suitable for operating secondary school programs.

COMPUTERS, CHILDREN AND CLASSROOMS

NEW

A Multisite Evaluation of the Creative Use of Computers by Elementary School Children



H. W. Carmichael
J. D. Burnett
W. C. Higginson
B. G. Moore
P. J. Pollard

Computers, Children and Classrooms is one of the most thoroughly researched, comprehensive reports on the classroom use of microcomputers currently available.

Drawing from their experiences and observations over two years in a number of different schools, the team of researchers describe the potentially profound and meaningful impact that microcomputers could have on both teachers and students all across the curriculum.



Ministry of Education

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Jack Davis wins Crime Prevention Award



Jack Davis, co-ordinator of the Ministry of Education's Values, Influences and Peers (VIP) program, and retired Ontario Provincial Police (OPP) Staff Sergeant Denis Robson have won the Solicitor-General of Canada's Crime Prevention Award.

At a recent ceremony at Toronto's Skyline Hotel, federal Solicitor-General Perrin Beatty honoured Davis and Robson for their outstanding work with the VIP program.

VIP is a co-operative effort by the Ontario Ministries of Education and Solicitor-General. The program, initiated as a pilot project in 1982, is an approach to teaching "pro-social" behaviour and personal values through the school curriculum to grade 6 students. VIP includes 12 topics, from the establishment of social skills to the application of these concepts to such anti-social behaviour as lying, shoplifting, vandalism and drug-taking. The three-month program calls on the expertise of educators, parents, members of the community and local police officers.

VIP is so successful that it has been implemented by two-thirds of Ontario's school boards, despite the fact that it is an optional program. More than 110 school

boards, representing some 700 classrooms, offer VIP in French or English. The Ontario program is the result of extensive research on similar projects in Canada and the United States.

"We looked at programs throughout North America, including one in Duluth, Minnesota called Operation Aware, but we finally decided to write our own program for Ontario schools," said Davis, of the Education Ministry's curriculum branch, who has been involved with VIP from the beginning.

The unique part of our program, other than dealing with peer pressure, values and self-esteem at an age when students are just able to grasp the concepts," Davis continued, "is the teaming of a police officer with a member of the educational community."

It was through this teaming that Davis met fellow award-winner Denis Robson, formerly of the OPP and now VIP co-ordinator for the Ontario Police Commission. VIP offers an opportunity not only to educate students in values awareness, but also to hold workshops for interested educators, police officers and parents.

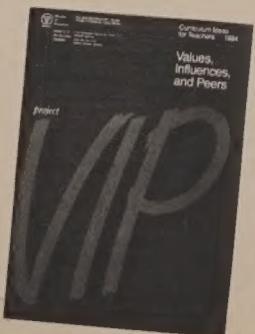
"We involve parents by inviting them to the school to outline the program's methodology," Davis

said. "We made clear what values we're dealing with in the hopes that we are complementing the values children are taught at home and in their religious background."

So far, the two ministries, which share equally the cost of the program, have trained more than 1,000 teachers and 400 police officers, from the OPP and local police forces.

"This project has been one of the most rewarding in my 17 years with the Ministry," Davis said. "The end product, which is most important, is the value received by the students. VIP is working; we've had praise from many parties, and in another year or so, every board which would consider offering VIP will have tried the program."

"We will probably do a provincial review or follow-up research on what effect VIP has had on anti-social behaviour, but some communities are already reporting a decrease in anti-social, identifiable behaviour of 30 to 40 per cent. VIP's a real success story."



The Ministry of Education has introduced a three-year, \$13-million program to bolster co-operative education and transition-to-employment programs run by the province's school boards.

The two-part program, called the Co-operative Education and Transition-to-Employment Incentive Fund, is expected to double the number of students enrolled in co-operative education programs to 30,000 from the current 15,000, and is expected to locate first jobs for 9,000 students leaving schools.

The program will provide funds on a shared-cost basis over a three-year period beginning this April and ending March 31, 1989. The ministry will provide \$3.5 million in the first year, \$4.5 million in 1987-88 and \$5 million in

the final year.

Under the program, school boards will receive funds to initiate or expand co-operative education programs and/or initiate or expand transition-to-employment programs for students leaving school. Money will be provided to school boards to help them remove the financial barriers that prevent some students participating in co-op programs — barriers such as transportation costs, provision of safety equipment, and lodging for students from remote communities.

The fund will also allow school boards to appoint resource persons to assist in co-operative education and/or transition-to-employment programs. Depending on its rate of grant assistance, a board will be eligible to receive

between \$15,000 and \$20,000 annually for each year of the program to help students overcome any financial barrier, and between \$30,000 and \$40,000 for each year of the program to cover the costs associated with hiring and paying a resource person.

The program flexibility also provides a board with the opportunity to select one or both parts of the program, according to its needs.

The program was developed after extensive consultation with school board officials, the Ontario Teachers' Federation, the Ontario School Trustees' Council, the Ontario Co-operative Education Association and several other educational, business and labour associations.